DOCUMENT RESUME

ED 279 276 HE 020 122

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TITLE Hearing Impaired Students in Postsecondary Education, 1986 Edition.

INSTITUTION American Council on Education, Washington, DC. HEATH Resource Center.

SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 86
GRANT G0084C3501
NOTE 9p.; For original fact sheet, see ED 218 989.
AVAILABLE FROM Higher Education and the Handicapped Resource Center, The National Clearinghouse on Postsecondary Education for Handicapped Individuals, One Dupont Circle, NW, Suite 670, Washington, DC 20036-1193.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Accessibility (for Disabled); *Ancillary School Services; *College Students; Deaf Interpreting; *Hearing Impairments; Information Sources; *Mainstreaming; Postsecondary Education; Resource Materials; Sensory Aids; *Special Classes; Student Adjustment

ABSTRACT

Postsecondary options for hard of hearing and deaf students are identified, and practical suggestions are offered for students, faculty, and service providers. In addition to providing facts about hearing loss and the effects of age of onset of hearing loss, information is provided on communication methods, special support services, and resources. Students have three environments to consider: the two federally supported national schools (Gallaudet College and the National Technical Institute for the Deaf), a separate (special) program for hearing impaired students on the regular college campus, and a mainstreamed program in a setting with mostly hearing students. The Individual Written Rehabilitation Plan is available for students in the mainstream who are clients of the State Vocational Rehabilitation program. Special support services include: interpreters, notetakers/tutors, special communications equipment, and remedial reading and writing programs. Since social concerns are also important, suggestions are offered to both students and instructors to promote acceptance and support for hearing impaired students outside of the classroom (e.g., in the cafeteria, gym, and residence hall). An annotated resource section covers books, organizations, specific programs, and special equipment. (SW)

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HEARING IMPAIRED STUDENTS IN POSTSECONDARY EDUCATION-1986 Edition

Postsecondary educational opportunities for hearing impaired (deaf and hard of hearing) people are expanding on American campuses. As these students have become more aware of their rights and opportunities in education, many have successfully completed all types of postsecondary programs, from vocational-technical institutes to graduate schools.

This fact sheet is for hearing impaired students and those who work with them in high schools and adult education programs, community and junior colleges, vocational-technical and career schools, four-year colleges, universities and graduate programs. Definitions of relevant terms are provided, options for students are discussed, and practical suggestions for students, faculty, and service providers are outlined. References are made throughout to books, organizations, specific programs, and special equipment. These resources are listed on the Selected Reading List or Selected Resource List which are at the end of the fact sheet.

FACTS ABOUT HEARING LOSS

Hearing loss is a complex disability and does not lend itself to simple definition. Approximately 16 million Americans have a hearing impairment and over 2 million are considered to be deaf.

Hearing Impaired describes people with all types of hearing disabilities, ranging from a very slight loss to profound deafness.

Hard of Hearing is a condition where the sense of hearing is defective but functional for ordinary life purposes (usually with the help of a hearing aid).

Deaf/Deafness is a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes, even with the help of a hearing aid.

Age at Onset of the hearing loss refers to the time at which the hearing loss occurred. This factor often determines the type of support services the individual student will need in order to succeed. For example:

- If the student was born or became deaf prior to the normal stages of language development, he/she would be considered pre-lingually deafened. Inability to hear language has a direct effect on speech development. Therefore, this student might be expected to have difficulty with written and spoken English.

- A post-lingually deafened student has had an early exposure to spoken language, remembers something of how it sounds, and thus has a better chance than others to maintain and utilize both speech and language skills.

- A student who became severely or profoundly hearing impaired after early childhood but before age 19 is said to be pre-vocationally deaf.

An early hearing loss means a lifelong communication problem and difficulty in basic language development through speaking and listening means. From a postsecondary educational viewpoint, one of the most important distinctions in serving hearing impaired students relates to the **Age at Onset** of the hearing loss.

COMMUNICATION METHODS

For many years there have been contrasting philosophies about the type of communication training deaf students receive.

- The supporters of the **Oral Approach** believe students can learn to communicate effectively using speech, speechreading and auditory training to maximize use of residual hearing.

- The supporters of the **Manual Approach** believe that a combination of sign language and finger spelling should be used for both expressive and receptive communication.

- A more recent refinement of the Manual Approach is called **Total Communication** which implies acceptance, understanding and use of all methods of communication. Proponents of this theory believe people with hearing impairments should be taught to communicate manually as well as to speak and speechread.

By the time a student is ready for a postsecondary program, his/her communication skill in one of these methods will have been established. Whatever the method, deaf students need access to clear and understandable communication.

Higher Education and the Handicapped Resource Center, The National Clearinghouse on Postsecondary Education for Handicapped Individuals
One Dupont Circle, NW ☐ Suite 670 ☐ Washington, DC 20036-1193 ☐ (202) 939-9320 ☐ 800-544-3284 ☐ Voice/TDD
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POSTSECONDARY EDUCATION OPTIONS

Students have three environments to consider as they plan ahead:

- The two federally-supported institutions for deaf students: Gallaudet College in Washington, D.C. and the National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology in Rochester, NY.

- A separate (special) program for hearing impaired students on the campus of a regular college, university, or other postsecondary education program.

- A mainstreamed program in a setting with mostly hearing students.

Federally-Supported National Schools

Gallaudet College and NTID have by far the largest concentration of deaf students enrolled from across the nation, with approximately 1,500 students each. On Gallaudet's campus, most of the student population is profoundly deaf and all classes are taught in simultaneous communication (spoken and manually signed at the same time). Undergraduate courses in liberal arts areas from math to social work to business administration are available, as well as Master's and Ph.D. programs, theater, sports, and other social activities.

NTID students have a choice of a wide range of one-, two-, and four-year vocational programs in such fields as business technologies, medical-lab technologies, computer science and hotel management, among others. NTID is located within the Rochester Institute of Technology. A complete range of support services is available at these institutions.

Special Programs

A growing number of postsecondary schools across the United States now have established services for hearing impaired students within their settings. There are four regional postsecondary programs supported with funds from the federal government for deaf students at St. Paul Technical-Vocational Institute, MN; Seattle Central Community College, WA; California State University at Northridge, CA; and the Postsecondary Education Consortium at the University of Tennessee, TN. Out-of-state residents may apply as well, and supervised dormitories are available for out-of-town students. These programs offer tutors, notetakers, interpreters, counselors, aural rehabilitation, manual communication for students and faculty, as well as other services.

In addition to these regional programs, there are 145 other schools with special programs serving hearing impaired students. Of these, about 62% have fewer than 20 hearing impaired students enrolled. Most areas of study that are offered to hearing students at these schools are available to deaf students as well. The student who chooses this program option has the advantages of most of the services needed to accommodate his/her impairment while still participating in a hearing community. (See Selected Reading List.)

Education in the Mainstream

In addition to options outlined above, hearing impaired students can select whatever school fits their interests and goals. The student should work with designated school personnel to make arrangements for interpreters, notetakers or whatever assistance is needed to adapt to a hearing environment.

Federal regulations (Section 504 of the Rehabilitation Act of 1973) have encouraged many postsecondary schools to provide services and auxiliary aids so that their campuses are accessible and do not discriminate against disabled people—including those with hearing impairments. Through the experiences of students and professionals who have worked with them, suggestions have emerged to smooth the way in handling a "mainstreamed" education.

Adjustment to the Mainstream: Overview

The faculty and administration are responsible for maintaining a positive attitude toward making their postsecondary program accessible to hearing impaired students. Yet, it is the students' responsibility to make their individual needs known to the postsecondary institution's faculty and administration, and other designated personnel such as a Disabled Student Services Coordinator. Each student's needs can vary depending on the degree of hearing loss, age at onset, educational background, communication skills, motivation, and abilities.

If the student is a client of the State Vocational Rehabilitation program, he/she must meet with the rehabilitation counselor to insure that needed support services are included in the Individual Written Rehabilitation Plan (IWRP). It is important to do this early to allow necessary time for authorizations for services to be received by the school business office and Student Services Office.

IWRP is a jointly written service plan between a student and the State Vocational Rehabilitation agency. The responsibilities of the student and the State Vocational Rehabilitation agency should be clearly stated in the IWRP. The student may request a copy of the IWRP.

In selecting occupational and curricular choices a student must make selections suitable to his/her interests and abilities. Hearing impaired people have been successful in a broad variety of occupations. (See the Awareness section of the Selected Reading List.)

High school and postsecondary counselors should advise the student about all the available options. Career and curricular decisions should be made by the student, with assistance as needed from the Vocational Rehabilitation counselor or school advisor. (Request **Strategies for Advising Disabled Students,** a fact sheet, from HEATH.)

Communication

The major area of accommodation needed by hearing impaired students in postsecondary education is communication. It is important that the student's communication skills and preferences be made known to the Dean of Students or the Disabled Student Services Coordinator, and instructors. Some students may speak very intelligibly and others may not use speech at all. Some may rely on interpreters to facilitate communication. Some deaf students' speech may initially be difficult to understand because they cannot control the tone and volume of their speech. Understanding usually improves as the listener becomes more familiar with the deaf person's speech.

Speechreading (lipreading) for the deaf person is an extremely demanding art. The complexity of topics, varied lip movements, beards and mustaches of the speaker, and fatigue of the listener all influence the speechreader's ability to understand what is said.

TIPS FOR STUDENTS

- Orientation is important. Give yourself a few days to get comfortable with the campus environment, to learn to know what to look for, and where you might need special signal devices. Where is a TDD? Is there a way to let you know of dormitory fire drills or actual fire?

- Arrange a conference at the beginning of the term with instructors to discuss their methods of teaching and expectations, and to explain how you communicate. You may, of course, bring an interpreter to these meetings.

- Introduce interpreters to your instructors before your first class, if possible.

- Be sure your seat in each classroom is right for you—that is, where you have a direct line of vision to the instructor, the board or screen, and your interpreter, if you use one, and that you do not face the windows.

- If you use interpreters or notetakers in your classes, meet with them ahead of time to get to know each other. Be very clear about what you expect, what times they are required, how you can get in touch with them in case of class cancellations or illness. Establish the pattern of discussing any questions or misunderstandings when they happen. Misunderstandings don't go away; they just grow in peoples' minds.

- Tell the people in charge of the school bookstore where they can order self-carbon notetaking pads. One example—the NTID bookstore—is on the Selected Resource List under NTID at the end of this fact sheet.

- If you use volunteer notetakers, interpreters, or other helpers, be sure to express your thanks openly and directly. You might think of a special favor you could offer from time to time.

- It is your job (not the interpreter's) to let your instructor know if and when you are having trouble following the class discussion. You could ask to have something repeated or rephrased, or see the instructor after class to clarify a point.

- Be sure each instructor knows what you will need at testing times. If there will be oral directions, ask to have them in writing or engage an interpreter if necessary.

- Does your school have a language skills center where you can work on improving your reading and writing on the postsecondary level? Is there available help with study skills?

- Does the campus have a Speech and Hearing Center or clinic? Is there one nearby? Do you want to take advantage of it?

- If you are in a science or vocational-technical program, do you need adaptations on class or lab equipment—such as a flashing light for the bell on a typewriter or for the buzzer on a timer?

- Be flexible. There is more than one way of doing things, and you may need others to assist in working out some those ways as you go along.

- You are the best judge of what works for you. Don't ask for things you don't need, but be sure to let all those involved be aware of those things you do need.

TIPS FOR INSTRUCTORS

Many instructors have never before had what one counselor calls "the opportunity of a unique teaching experience"—having their lectures converted into Manual English or sign language for students with impaired hearing. Experienced teachers of hearing impaired students have made the following suggestions:

- Several things would be helpful for the students to see ahead of time: 1) a brief course outline early in the term, 2) a list of new vocabulary or specialized terminology before it comes up in class, and 3) a copy of instructor's lecture notes.

- Allow the student to be seated in a spot where he/she can maintain eye contact, away from light sources.

- Allow the interpreter to sit or stand on one side of you, where the student may maintain eye contact with both the interpreter and you.

- Speak clearly and naturally.

- Don't smoke or block your mouth with your hands.

- Try to avoid standing in front of windows or other light sources. The glare from behind you makes it difficult to read your lips and your expressions.

- Body language, including facial expressions and gestures, can help get your message across effectively.

- When communicating with the student, speak directly to him/her, not to the interpreter. For instance ask, "Do you?" instead of "Tell him" or "Does she?"

• Try to avoid long periods facing away from the students or toward the chalkboard while you speak. Pacing around the room also makes it difficult for the hearing impaired student.

• When another student speaks and is not in the hearing impaired student's direct line of vision, repeat the comment or question and point or motion to show who is speaking. This makes it easier for the student to follow the discussion.

• In question-and-answer periods, the student may raise his/her hand, be recognized, and sign the question to the interpreter. The interpreter will verbalize the question to the instructor and the class, and then sign the response back to the student. Be sure to allow time for this to occur.

• Be sure to allow extra time in science labs for the students to find things that you are pointing out. He/she may need to get instructions from the interpreter, locate the materials, and then turn back for the rest of the discussion.

• If requested, assist the student in finding a volunteer notetaker. It is impossible to watch you, the interpreter and at the same time take notes.

• Make important information (like an assignment or a change in schedule) especially clear by writing it on the chalkboard. You should also have a system to notify the student if you may cancel a class, so that he/she can cancel with the interpreter.

• The first term in college brings additional adjustment problems—have patience.

• Don't talk down to the student—the hearing is impaired, not the intelligence.

• Be objective about evaluating materials written by hearing impaired students. If there are problems with grammar, syntax, or fluency of expression, you can advise the student about such remedial services as tutoring, language development labs, or other resources which are available on campus for all students.

SPECIAL SUPPORT SERVICES

The majority of hearing and deaf students will enter a postsecondary program with many of the same concerns, ambitions, and goals. In most cases a key to the students' success in school will be the availability, quality, and extent of support services.

The following specific support services have proven useful to the hearing impaired student. These services can and do vary from one institution to another, but understanding the options can help in choosing those that will best suit a particular student and program.

Interpreter Services

An interpreter for deaf people is essentially a communicator using a mode of communication designated by a given deaf individual or group. An interpreter is a person who facilitates the conveying of messages from one person to another. An interpreter, in the role of facilitator, should not enter the dialogue as a contributing member of the communication. The Disabled Student Services office should be told the student's mode of communication (oral or manual) so that appropriate interpreting services can be arranged.

Good interpreters may be scarce, especially in small communities. The Registry of Interpreters for the Deaf, Inc. maintains a list of addresses of interpreters in each state, many of whom have met certain minimum standards of proficiency in each state (see the Selected Resource List). Other sources for interpreters are State Coordinators of Rehabilitation Services for the Deaf, state operated secondary schools for the deaf, State Commission for the Deaf or Handicapped, churches, state or local Associations of the Deaf, Interpreter Training Programs and the student him/herself.

Availability of interpreter training is now making it possible for individuals to consider interpreting as a career. The Registry of Interpreters for the Deaf, Inc. publishes a directory listing colleges and universities that have interpreter training programs (See Selected Resource List).

Although it may not always be possible to match an interpreter's knowledge and competence to every student's needs, it is highly desirable where possible. The student and interpreter may even have to work together to establish a common understanding or invent new signs for a technical area.

Notetaker/Tutor

Good classroom notes are vital to deaf and hearing impaired students. Through the use of a notetaker, deaf students in classes with hearing students can focus their attention on the instructor and/or interpreter. Good notetaking help is as essential as interpreting for success on a hearing campus. Interpreting provides the student with immediate information whereas notetaking provides a permanent record for later studying.

Notetaking can be arranged in several ways:

• Some students employ trained notetakers. A student should check with the Disabled Student Services Coordinator to see if this service is available.

• Some students ask to share the notes of a hearing classmate. Use of special non-carbon duplicating pads for notetaking can be helpful (See the Selected Resource List). Making duplicate copies of notes allows one notetaker to serve more than one student in a given course.

• Some hearing impaired students may rely on the use of a tutor who knows the subject, how to teach it and how to communicate with the student, in order to help keep up with the class.

Remedial Programs

The range of reading and writing skills varies greatly among entering hearing impaired students. Language mastery may still present problems for some of them. Students may need remedial English language instruction. Many campuses have established learning centers to help students overcome academic deficiencies, provide needed information, and prepare students for the pace of postsecondary education. Hearing impaired students may benefit from such a resource.

Payment for Special Services

Some schools provide interpreters, notetaker/tutors, and remedial assistance, and even have special training for them. Other programs request that students make their own arrangements for these services.

According to the National Center for Law and the Deaf, recent court rulings concerning interpreters indicate that *Section 504 of the Rehabilitation Act of 1973* places primary responsibility on the State Vocational Rehabilitation agency to provide interpreters to a deaf student at college (or other postsecondary institutions) who is a VR client. The book, **Interpreter Services for Deaf Clients: Guidelines for Rehabilitation Personnel** (see the Selected Reading List) is a helpful reference in planning interpreter services for clients. If a student is not a VR client and no other sources are available, then the college or other postsecondary institution may have the ultimate responsibility to pay for interpreters, notetaker/tutors, and remedial services.

Devices

Modern advances in the technology of communications equipment have made a major impact on hearing impaired persons. Hearing aids, personal FM amplification units, television decoders, telephone amplifiers, TDD's (Telecommunications Device for the Deaf), and signaling devices that attach to doorbells, alarm clocks or phones are technological devices that give hearing impaired people control over their environment. The personal amplification unit can be carried or worn by a hard of hearing person and another speaker (perhaps an instructor) to amplify the conversation. TDD's may be attached to any conventional telephone and convey conversations through a keyboard and video display screen.

Hearing impaired people can and do watch TV; they can wake up at a given time on their own; they can communicate by telephone and answer the doorbell themselves. The Selected Reading List at the end of this fact sheet includes several excellent sources of information about different devices such as: **Alerting and Communication Devices for Hearing-Impaired People: What's Available Now, Signaling Devices for Hearing-Impaired People, What You Should Know About TDDs,** and **What are TDDs?**

RESOURCES FOR DEAF/ BLIND STUDENTS

Persons who are both deaf and blind require services for hearing impairments and visual impairments. There are organizations with special resources and programs for the deaf/ blind community.

The Helen Keller National Center for Deaf/Blind Youth and Disabled Adults (see Selected Resource List) offers training in pre-vocational skills, personal adjustment, travel, communication and vocation skills. They also publish the **Directory of Agencies Serving the Deaf/Blind,** which lists education programs for the deaf/blind as well as other services.

SOCIAL CONCERNS

A student's postsecondary education does not begin and end in the classroom. A lot of growth and development happens during time spent outside the classroom—in the cafeteria, student union, gym, theater, and residence hall. It is important that the administration's attitude of acceptance and support for its students extend into these areas of out-of-classroom needs. Such an attitude tells the student, in effect, "Yes, you can participate in the total school program."

Hearing impaired students suggest that:

- A decoder for the TV in the dormitory lounge would help the student to be part of the group that congregates to relax together after dinner or on weekends (see Selected Resource List).
- An advance copy of the script of plays given in the school theater would enable the student to follow along.
- Written copies of announcements given over the public address system could also be posted on a central bulletin board.
- Sports is an area that is highly accessible. Deaf people are as likely as any others to be good athletes. Basketball players and teammates have reported successful use of nonverbal signals for when to pass, shoot, or go into a zone defense. Coaches can do this in any sport.
- Awareness sessions for faculty and general student body should always include personnel from the school bookstore, cafeteria, student union, residence halls, gym, and chapel. Attitudes of people that students meet every day have a direct bearing on the students' sense of belonging and self-esteem.
- Sign language classes for hearing students contribute positively to campus assimilation of deaf students. The more hearing students who know how to sign, the more opportunities there will be for communication, friendship and sharing. Many schools with college and/or vocational programs have sign language clubs where hearing members join with their hearing impaired friends. Nearly thirty colleges and universities across the United States recognize American Sign Language as satisfying foreign language requirements.

Since individual schools, students, interests and facilities vary, these suggestions are presented as a guide to stimulate action and encourage positive adaptations, where possible.

SELECTED READING LIST

Alerting and Communication Devices for Hearing-Impaired People: What's Available Now

Loraine Dipietro, Peggy Williams and Harriet Kaplan, National Information Center on Deafness, Gallaudet College, 800 Florida Avenue, NE, Washington, DC 20002, 1984, one copy free.

This fact sheet discusses the various types of alerting and communication devices which are available for hearing impaired people. It includes a listing of manufacturers of assistive devices.

College and Career Programs for Deaf Students

Center for Assessment and Demographic Studies, Gallaudet College, 800 Florida Avenue, NE, Washington, DC 20002, 1986, $5.00.

The book describes over 100 postsecondary programs for hearing impaired students across the United States, including the two national schools for the deaf plus the programs set up on hearing campuses. It tells what kind of education is offered at each, and what types of support services.

The Deaf Student in College

Gallaudet College Press, 800 Florida Avenue, NE, Washington, DC 20002, 1979, $2.00 plus postage and handling.

This book, written for administrators of postsecondary programs, provides guidance for developing adequate services for hearing impaired students.

Deafness and Adolescence

Arthur I. Neyhus and Gary F. Austin, Editors, A.G. Bell Association, 3417 Volta Place, NW, Washington, DC 20007, 1978, $5.95.

Monograph on all aspects of the deaf adolescence experience including psychological and biological development, communication ability, education needs, recommendations for a guidance-oriented curriculum and postsecondary education options.

General Bibliography on Deaf/Blind

Howe Press, Perkins School for the Blind, 175 N. Beacon Street, Watertown, MA 02172, 1977, $5.00 + $1.00 postage and handling.

This is the most extensive bibliography available on deaf/blindness. Bibliography includes books, pamphlets, reports and films.

Helping the Deaf Community College Student Improve His Reading Skills

Shirley A. Rompf, *American Annals of the Deaf*, 814 Thayer Avenue, Silver Spring, MD 20910, October 1981. Reprint available from University Microfilms, Ann Arbor, MI 48106.

This article by a teacher of English at Catonsville Community College in Maryland discusses the reading and language needs of deaf students at her school and describes the strategies and skills of teaching to fill those needs. Specific teaching materials are recommended.

Interpreter Services for Deaf Clients: Guidelines for Rehabilitation Personnel

Research and Training Center, University of Wisconsin/Stout, Hovlid Hall—Publications Clerk, Menomonie, WI 54751, 1980, $6.50, including shipping.

This handbook describes interpreting methods, locating and paying interpreters, relationships with clients and counselors, and other responsibilities of interpreters.

Interpreting: An Introduction

Nancy Frishberg, Registry of Interpreters for the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910, 1986, $19.95 plus $3.00 shipping.

This is a guide to interpreting for students and practitioners. It discusses interpreting history, terminology, research and competency, and it contains a comprehensive bibliography on interpretation. It also contains sections on the market for interpretation and on the influences of legislation on the market and the profession.

Signaling Devices for Hearing Impaired People

Diane Castle, A.G. Bell Association for the Deaf, 3417 Volta Place, NW, Washington, DC 20007, 1982, free.

This brochure provides information on commercially available products that perform signaling functions for the hearing impaired person such as wake-up alarms, multi-purpose signaling devices, and warning devices.

Sources of Financial Assistance for Hearing Impaired Students

National Information Center on Deafness, 800 Florida Avenue, NE, Washington, DC 20002, 1984, one copy free.

This fact sheet gives general information about how to tap into federal, state, and local sources of financial assistance for hearing impaired students. Information about several private sources is also given.

The Tutor/Notetaker: Providing Academic Support to Mainstreamed Deaf Students

Russell T. Osguthorpe, $8.50; **The Tutor/Notetaker: Manager's Guide,** Russell T. Osguthorpe, Jimmie Joan Wilson, Warren R. Goldman, John E. Panara, $8.50 A.G. Bell Association, 3417 Volta Place, NW, Washington, DC 20007, 1980.

The Tutor/Notetaker training manual is designed for the peer student who has accepted the paraprofessional position as a tutor, a notetaker, or both. A companion to **The Tutor/Notetaker, The Manager's Guide** details the establishment and maintenance of quality support services for mainstreamed high school and postsecondary hearing impaired students.

What are TDDs?

National Information Center on Deafness, Gallaudet College, 800 Florida Avenue, NE, Washington, DC 20002, 1985, one copy free.

This fact sheet discusses telecommunications devices for deaf people—their importance, use, and regular and optional features—and includes a list of a manufacturers.

What You Should Know About TDDs

NTID Public Information Office, One Lomb Memorial Drive, Rochester, NY 14623, 1983, free.

This brochure explains what TDDs can do, how to choose the best equipment for your needs, and problems that can occur when using TDDs; also lists manufacturers.

Awareness Books

Deaf Heritage: A Narrative History of Deaf America

Jack Gannon, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910, 1981, paperback— $19.95, hardcover—$26.95, also available in public libraries.

This is one of the most exciting volumes in print about the contributions of deaf Americans to society. It

records the legacy of the deaf community in this country: trailblazers, innovators, statesmen, writers, artists, athletes and reformers as well as schools, organizations and interest groups. It is richly illustrated with photographs, charts and lists, drawings and cartoons, reprints of newspaper articles, copies of theater playbills and works of art.

Successful Deaf Americans and Courageous Deaf Adults
Edna Alder and Cynthia Saltzman, Gallaudet College Book Store, Kendall Green, Washington, DC 20002, 1980, $5.00 & $1.50 postage for orders up to $10.00.
These are two paperback anthologies of biographies of deaf persons. The books include writers, attorneys, a newscaster, a pilot and others who use manual communications. They are very simply written, and include vocabulary and language exercise after each chapter.

We Can!
Robin Rogoff Starr, A.G. Bell Association for the Deaf, 3417 Volta Place, NW, Washington, DC 20007, 1980, $4.95 for both volumes.
This series of two paperback books is a collection of personal stories of oral deaf adults. Their fields of interest include education, architecture, science, and computers.

Selected Resource List

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, NW, Washington, DC 20007 (202) 337-5220 (Voice/TDD).
Focuses on speech education for hearing impaired and deaf people. Publications, information on equipment and aids are among the services offered. Also information on training and development of oral interpreters. The Oral Deaf Adults section invites membership. A free catalog of publications is available.

American Athletic Association of the Deaf
President—Lyle Mortensen, 10604 E. 95th Street Terrace, Kansas City, Missouri 64134, (816) 765-5520 (TDD).
AAAD sanctions and promotes state, regional and national basketball and softball tournaments each year. It also promotes participation of the U.S. deaf athletes in the **World Games for the Deaf,** the **Pan American Games for the Deaf** and other international competitions in various events.

American Association of the Deaf-Blind, Inc.
814 Thayer Avenue, Silver Spring, MD 20910, (301) 588-6545 (TDD), (301) 588-8705 (Voice), (301) 589-7279 (Voice/TDD).
Promotes the independence of deaf-blind people through awareness advocacy and fellowship. Holds an annual national convention.

American Deafness and Rehabilitation Association
814 Thayer Avenue, Silver Spring, MD 20910, (301) 589-0880 (Voice/TDD).
This is an organization of rehabilitation counselors, clergy, social workers, physicians, psychologists, audiologists, speech therapists, and other professionals in allied fields whose major concern is the provision of professional services to deaf adults. Biannual national conferences are held. ADARA also sponsors workshops, conferences and publications on all aspects of deafness. Membership is open to all interested persons.

American Speech-Language-Hearing Association
10801 Rockville Pike, Rockville, MD 20852, (301) 897-5700 (Voice/TDD).
ASHA is the national scientific and professional association representing 36,000 speech/language pathologists and audiologists. ASHA publishes several professional periodicals and has a public information service.

Better Hearing Institute
5021B Backlick Road, Annandale, VA 22003, (703) 642-0580 (Voice/TDD). Helpline: Toll free 1-800-424-8576 (voice only).
BHI provides information to the hearing impaired and the general public about hearing loss and available help. BHI works through the mass media, publications, speakers and the Hearing Helpline telephone services.

Captioned Films for the Deaf
Modern Talking Pictures Service, Inc., 5000 Park Street North, St. Petersburg, FL 33709, (800) 237-6213 (Voice and TDD).
Distributes captioned films, both education (requires at least one hearing impaired student) and general interest (requires at least six hearing impaired individuals). Write the above address for application and additional information.

Gallaudet College
800 Florida Avenue, NE, Washington, DC 20002, (202) 651-5000 (voice and TDD).
College for Continuing Education, Gallaudet College, (202) 651-5599 (Voice and TDD).
Offers educational opportunities for deaf adults through programs, consultation, and other services in the Washington, D.C. area and nationwide. The programs include: Extension and Summer Programs; Hearing-Vision Impaired Programs; Programs in Adult and Community Education (PACE); and three Gallaudet extension centers located in Massachusetts, Kansas, and California. The **Gallaudet College Press** and the **College Bookstore** each distribute catalogs of publications.

Helen Keller National Center for Deaf/Blind Youth and Adults
111 Middle Neck Road, Sands Point, NY 11050, (516) 944-8900 (Voice/TDD).
Has available the **Director of Agencies Serving the Deaf/Blind,** which is a listing of agencies and organizations reporting to have worked with deaf/blind persons and is principally intended to serve as an aid to securing rehabilitation and social services for deaf/blind individuals.

National Captioning Institute
5203 Leesburg Pike, Suite 1500, Falls Church, VA 22041, (703) 998-2400, toll free 1-800-336-3444.
NCI provides closed captions for television programs broadcast on ABC, NBC, PBS and independent stations. These programs are identified in TV listings by "C", "CC," or the NCI logo. To receive captions, a decoder is needed. There are two

types of decoding units available; an adapter unit which attaches to any TV and a 19-inch color television with the decoding circuitry built in. Both units are available exclusively from Sears, Roebuck and Company. NCI publishes a newsletter, **CAPTION.**

National Center on Employment of the Deaf/NTID

Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, NY 14623, (716) 475-6834 (Voice/TDD).

The National Center on Employment of the Deaf provides information and consulting services to deaf and hearing impaired job seekers, professionals working with hearing impaired people, and employers and potential employers of hearing impaired people. They provide information, training and consultation on, among other topics, innovative job placement techniques, employee selection, safety, communications, insurance, driving and tax benefits.

National Center for Law and the Deaf

Gallaudet College, 800 Florida Avenue, NE, Washington, DC 20002, (202) 651-5373 (Voice/TDD).

The center offers legal counseling for deaf and hard of hearing persons and sponsors workshops on law and deaf persons nationwide. A law clinic provides legal services on campus and at other community locations. NCLD offers several publications for sale and also publishes a law newsletter four times a year.

National Crisis Center for the Deaf

University of Virginia Medical Center, P.O. Box 484, Charlottesville, VA 22908, toll free 1-800-446-9876 (Voice/TDD), 24 hours a day, seven days a week. In Virginia call: toll free 1-800-552-3723 (Voice/TDD).

This is an **EMERGENCY HOTLINE** for the deaf. In case of medical emergency, poisoning, personal crisis, fire or police emergency, the staff will contact the appropriate local services, give instructions or make referrals. For further information contact the Administrator at (804) 924-5308.

The National Association of the Deaf (NAD)

814 Thayer Avenue, Silver Spring, MD 20910, (301) 587-1788 (Voice/TDD).

Functions as a clearinghouse for information on total communication, which includes all forms of communication for people with severe hearing impairment. Major concerns include legal and employment rights of deaf people. Most states have affiliated chapters. The Junior NAD promotes independent living and self-determination especially for secondary and post secondary students, ages 14-21. A free catalog of publications is available.

The National Hearing Aid Society

Hearing Aid Helpline, 20361 Middlebelt, Livonia, MI 48152, toll free 1-800-521-5247 (Voice only). In Michigan call 1-313-478-2610 (Voice only).

The Helpline operates in all forty-eight contiguous states, Monday–Friday, 9–5. Most calls inquiring about how to proceed when a hearing loss is suspected are answered with a Consumer Kit. The Helpline does not give medical advice, recommend specific products, or quote prices. Callers with complaints about hearing aid transactions are sent a Consumer Experience Form to complete. The Society then works with all parties to investigate and resolve the problem.

National Information Center on Deafness

Gallaudet College, 800 Florida Avenue, NE, Washington, DC 20002, (202) 651-5051 (Voice); 651-5052 (TDD).

Besides giving information about Gallaudet College, this Center provides direct information or appropriate referral on any question concerning deafness or hearing impairment. Monday–Friday, 9:00–4:30.

National Technical Institute for the Deaf

Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, NY 14623, (716) 475-6400 (Voice) and (716) 475-2181 (TDD).

NTID bookstore sells special noncarbon duplicating pads for notetaking. **Educational Resources for the Deaf Catalog** and **NTID at RIT Deaf Education and Rehabilitation Resources Catalog** are available free.

National Theatre of the Deaf

Hazel E. Stark Center, Chester, CT 06412, (203) 526-4971. (Voice) and (203) 526-4974 (TDD).

Major areas of activity are training and performance. It is a source of information on education and training of deaf persons in theatre arts.

Registry of Interpreters for the Deaf, Inc.

814 Thayer Avenue, Silver Spring, MD 20910, (301) 588-2406 (Voice and TDD).

RID is a professional organization of interpreters throughout the U.S. The primary purpose is to provide evaluation and certification of interpreters. It also has an information and referral service. The RID publishes the **National Registry of Registered Interpreters for the Deaf** ($9.95 plus $1.00 shipping), directories for each Region ($3.95 each, plus $0.50 shipping), and registries for each state ($1.95, shipping included.)

June 1986 update by David Wolfe, National Information Center on Deafness, and Brenda W. Rawlings, Center for Assessment and Demographic Studies, Gallaudet Research Institute. Original material was written by Nancy L. Stout and Maxine T. Krulwich, HEATH Resource Center, March 1982. Updated by Cheryl Darling Hennessy, National Information Center on Deafness, Gallaudet College, August 1984.

The original fact sheet and annotated listings were prepared under contract No. 300-80-0857, and the updates under Cooperative Agreement No. G0084C3501 between the U.S. Department of Education and the American Council on Education. The contents do not necessarily reflect the views of the U.S. Government, nor does mention of products or organizations imply endorsement by the U.S. Government.